



Pearson
Edexcel

Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE

In Religious Studies A (1RA0)

Paper 1: Area of Study 1- Study of Religion

Option 1B Christianity

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Autumn 2020

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 1: Study of Religion 1B – Christianity Mark Scheme - 2020

Question number	Answer	Reject	Mark
1(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • God is one (1) • God the Father made the world (1) • Jesus is God (1) • Jesus came to earth as a human (1) • Jesus will come again at the end of time (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum one mark) 	3

Question number	Answer	Reject	Mark
1(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The last days of Jesus' life include the crucifixion (1) at which Christians believe Jesus was the sacrifice for their sins (1) • Jesus showed his human side when he prayed before his arrest (1), it showed he suffered like humans, but he still followed Gods plan (1) • Various aspects of Jesus' last days correspond to Old Testament prophecy (1). Jesus was the 'suffering servant' mentioned in Isaiah 53 (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason given and to the question. 	4

Question number	Answer	Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each belief. Award further marks for each development of the belief up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • Jesus brought humanity salvation (1). In John 3:10-21 Jesus explains that he has come from heaven, so that those who believe in him can have eternal life (1) and that those who do not believe will not be saved (1) • Christians teach that salvation comes only through Jesus (1) Peter proclaimed this in Acts 4:12 'Salvation is found in no one else, for there is no other name under heaven given to mankind by which we must be saved' (1), Jesus is the only person able to reconcile humanity to God (1) • Jesus died to pay the price which Christians believe they should have paid for sin (1) his death cancels their debt of sin – God forgives them (1) 'For the wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord.' (Romans 6:23) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated belief development • Development that does not relate both to the belief and to the question • Reference to a source of wisdom that does not relate to the belief given. 	5

Question number	Indicative content	Mark
1(d)	<p data-bbox="363 317 764 348">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="363 396 1417 548">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="363 596 431 627">AO2</p> <p data-bbox="363 636 805 667">Arguments for the statement:</p> <ul data-bbox="363 676 1417 1024" style="list-style-type: none"> <li data-bbox="363 676 1417 785">• Some Christians may ask ‘why did God create suffering?’ God must have known about suffering when he created the world. He could have created the universe in a different way to avoid evil and suffering <li data-bbox="363 793 1417 903">• God is supposed to be omnipotent, omniscient and benevolent so the fact that there is evil and suffering in the world raises a problem for Christians <li data-bbox="363 911 1417 1024">• When evil and suffering are experienced firsthand it becomes a personal issue, which might affect belief in God on a temporary basis for some Christians. <p data-bbox="363 1073 870 1104">Arguments against the statement:</p> <ul data-bbox="363 1155 1417 1619" style="list-style-type: none"> <li data-bbox="363 1155 1417 1306">• In this world, created by God, humanity must live in such a way that they improve their souls and become good enough to enter heaven. There is no easy answer to the problem of evil and suffering as everyone must come to terms with the fact that it is part of all human experience <li data-bbox="363 1314 1417 1465">• Christians believe that evil and suffering exist as God wants them to help those who suffer. The New Testament teaches that Jesus regarded evil and suffering as something to be fought against, Jesus healed the sick, fed the hungry, challenged those who were evil <li data-bbox="363 1474 1417 1619">• God created humanity in his image which means he created them with free will. He wants humans to be free to do either good or evil. Evil and suffering are caused by human misuse of free will and so are not the fault of God. <p data-bbox="363 1669 810 1701">Accept any other valid response.</p> <p data-bbox="363 1749 1382 1856">Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10-12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

SPaG

Marks		Descriptors
0 marks	No marks awarded	<ul style="list-style-type: none">• The candidate writes nothing.• The candidate's response does not relate to the question.• The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
1 mark	Threshold performance	<ul style="list-style-type: none">• Candidates spell and punctuate with reasonable accuracy.• Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.• Candidates use a limited range of specialist terms as appropriate.
2 marks	Intermediate performance	<ul style="list-style-type: none">• Candidates spell and punctuate with considerable accuracy.• Candidates use rules of grammar with general control of meaning overall.• Candidates use a good range of specialist terms as appropriate.
3 marks	High performance	<ul style="list-style-type: none">• Candidates spell and punctuate with consistent accuracy.• Candidates use rules of grammar with effective control of meaning overall.• Candidates use a wide range of specialist terms as appropriate.

Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • It is the place where Jesus died and rose again (1) • It is a place that is part of Church history (1) • It can bring them closer to Jesus (1) • It helps them to develop spiritually (1) • They can walk where Jesus walked (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum one mark) 	3

Question number	Answer	Reject	Mark
2(b)	<p>AO1 4 marks</p> <p>Award one mark for describing a relevant Christian practice. Award a second mark for a contrasting description from the named religion up to a maximum of four marks.</p> <p>Candidates must choose from either Buddhism, Hinduism, Islam, Judaism or Sikhism.</p> <ul style="list-style-type: none"> • Christians generally have no set times for prayer (1) however, Muslims should pray five times a day at set times (1) • Some Christians use images within worship (1) however, Muslims do not allow the use of any images (1) • Music is used in Christian worship (1) but in Muslim worship it is generally not acceptable (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated practice/ contrast • Contrast that does not relate to the practice given and to the question • Comparison with other forms of Christianity. 	4

Question number	Answer	Reject	Mark
2(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • Article 28 of the Church of England's 39 Articles of Faith states the Eucharist is a sacrament (1), and those who receive it with faith are receiving an emblem of the body of Christ (1) and the blood of Christ (1) • Jesus told his disciples to do this in remembrance of him (1) 'And he took bread, gave thanks and broke it, and gave it to them, saying, "This is my body given for you; do this in remembrance of me.'" (Luke 22:19) (1), as disciples today Christians continue to follow this instruction (1) • It symbolises the covenant between God and Humanity (1) this reminds Christians that they are saved through Jesus' crucifixion and resurrection (1) 'This is my blood of the covenant, which is poured out for many for the forgiveness of sins' (Matthew 26:28) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason and to the question. • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
2(d)	<p data-bbox="365 220 560 252">AO2 12 marks</p> <p data-bbox="365 304 1421 451">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="365 493 430 525">AO2</p> <p data-bbox="365 535 803 567">Arguments for the statement:</p> <ul data-bbox="365 577 1453 1081" style="list-style-type: none"> <li data-bbox="365 577 1453 724">• The parable of the Sheep and Goats (Matthew 25:31-46) teaches that what a Christian does for others they do for God and they will be rewarded and punished accordingly. If a Christian has money and sees poverty in the world they should give to charity <li data-bbox="365 735 1453 882">• Being rich and not giving to charity is not showing love for others. In 1 Corinthians, it teaches that if you do not have love you are like a clanging cymbal and the greatest thing is love. Love for others is shown by working for or giving to charity <li data-bbox="365 892 1453 1081">• Some Christians use the story of the rich young man to support the statement. Jesus said in Matthew 19: 23-24, 'Truly I tell you, it is hard for someone who is rich to enter the kingdom of heaven. Again I tell you, it is easier for a camel to go through the eye of a needle than for someone who is rich to enter the kingdom of God.' <p data-bbox="365 1134 868 1165">Arguments against the statement:</p> <ul data-bbox="365 1176 1453 1638" style="list-style-type: none"> <li data-bbox="365 1176 1453 1323">• Some Christians argue that the Bible teaches that there is nothing wrong with being rich in itself. It is a persons' attitude towards money that is the issue. 1 Timothy 6:10 says 'for the love of money is the root of all kinds of evil.' <li data-bbox="365 1333 1453 1480">• Some Christians believe that giving to the poor does not solve the problem of poverty and that time and money should be spent fighting injustices' in the world that cause poverty. This shows love for the poor by being their voice in the world rather than giving to charity <li data-bbox="365 1491 1453 1638">• Some Christians believe that giving to the poor does not create a sustainable solution to the problem of poverty and that the poor should be given the means and education to work to get themselves out of poverty rather than money. <p data-bbox="365 1690 803 1722">Accept any other valid response.</p> <p data-bbox="365 1774 1380 1879">Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10-12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Reject	Mark
3(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • The pope is the leader of the Roman Catholic Church (1) • Bishops look after a diocese (1) • There are local priests and vicars (1) • In non-conformist Churches there are pastors (1) • Often leaders are called ministers (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum one mark) 	3

Question number	Answer	Reject	Mark
3(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The Church split over the dispute about the nature of God (1). This is central to Christian beliefs and practices and therefore there was no other option (1) • The Churches were arguing about whether the Son played any part in the origin of the Spirit (1) and whether the Spirit proceeded from the Father alone (1) • The Creed was changed by the Western Church without consulting the Eastern Church (1) This didn't seem to them like the behaviour of a united church, and they went their separate ways (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason given and to the question. 	4

Question number	Answer	Reject	Mark
<p>3(c)</p>	<p>AO1 5 marks</p> <p>Award one mark for each interpretation. Award further marks for each development of the interpretations up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • Some Christians see everything in the Bible as the inspired Word of God (1) In 2 Timothy 3:16 it says 'All scripture is inspired by God and is useful for teaching' (1) The origins are true but it needs to be interpreted for today's world (1) • Some Christians see everything in the Bible as literally the Word of God (1) They believe everything is true, including any history or science (1) This includes the six days of creation in Genesis and the flood (1) • The Roman Catholic Church teaches the Bible is a text inspired by God (1) which is entrusted to the Church for the nurturing of faith (1) 'for all what has been said about the way of interpreting scripture is subject finally to the judgement of the Church' (Dei Verbum Chapter 3) (1). <p>Candidates who do not consider different interpretations within Christianity cannot be awarded more than 3 marks (with an appropriate source of wisdom and authority).</p> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated interpretation • Development that does not relate both to the interpretation and to the question • Reference to a source of wisdom that does not relate to the interpretation given. 	<p>5</p>

Question number	Indicative content	Mark
3(d)	<p data-bbox="365 279 764 310">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="365 359 1419 510">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="365 558 431 590">AO2</p> <p data-bbox="365 596 805 627">Arguments for the statement:</p> <ul data-bbox="365 676 1403 1024" style="list-style-type: none"> <li data-bbox="365 676 1403 785">• If different sources agree the decision is likely to be correct, the conscience might be informed by the Bible or Church teachings allowing for a full understanding of the decision made <li data-bbox="365 791 1403 905">• Using one source, such as a person’s individual reason, may be incorrect and not match biblical teachings. People are influenced by many distractions today and it is not always easy to make the right decision <li data-bbox="365 911 1403 1024">• The inter-relationship of the sources allows the Christian more flexibility, and a more rounded approach to issues faced today. Each decision can be for a specific problem. <p data-bbox="365 1115 870 1146">Arguments against the statement:</p> <ul data-bbox="365 1194 1403 1543" style="list-style-type: none"> <li data-bbox="365 1194 1403 1308">• The sources may contradict each other, for example the Bible and the conscience. There are modern issues, such as homosexual relationships which different sources offer contradicting advice on <li data-bbox="365 1314 1403 1428">• The Bible is the word of God and therefore no other source is needed. Christians should follow the two great commandments of Jesus, these cover all situations and issues <li data-bbox="365 1434 1403 1543">• The Church is how God works in the world today. The leadership of the Church are trusted to interpret the Bible to suit today's issues, therefore they should be the only source used. <p data-bbox="365 1591 810 1623">Accept any other valid response.</p> <p data-bbox="365 1671 1382 1780">Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10-12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

SPaG

Marks		Descriptors
0 marks	No marks awarded	<ul style="list-style-type: none">• The candidate writes nothing.• The candidate's response does not relate to the question.• The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
1 mark	Threshold performance	<ul style="list-style-type: none">• Candidates spell and punctuate with reasonable accuracy.• Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.• Candidates use a limited range of specialist terms as appropriate.
2 marks	Intermediate performance	<ul style="list-style-type: none">• Candidates spell and punctuate with considerable accuracy.• Candidates use rules of grammar with general control of meaning overall.• Candidates use a good range of specialist terms as appropriate.
3 marks	High performance	<ul style="list-style-type: none">• Candidates spell and punctuate with consistent accuracy.• Candidates use rules of grammar with effective control of meaning overall.• Candidates use a wide range of specialist terms as appropriate.

Question number	Answer	Reject	Mark
4(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • The cross which reminds them of Jesus' resurrection (1) • The crucifix which reminds them of Jesus' death (1) • The fish which was a secret code for early Christians (1) • The eagle which represents John the Evangelist (1) • The winged man representing Matthew (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum one mark) 	3

Question number	Answer	Reject	Mark
4(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Sculpture is about the ability to produce images of how the artist understands the world (1) sharing images of what they think, feel and what they believe in a visual way (1) • Some more abstract sculptures allow the artists to demonstrate in a tangible way spiritual truth (1) such as 'Holy Ground' by Paul Hobbs (1) • The artist can share the depth of their beliefs to others in a visual way (1) for example the extreme nature of the death of Christ and the wonder of his sacrifice (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/ development • Development that does not relate both to the way given and to the question. 	4

Question number	Answer	Reject	Mark
4(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • Mystery plays are performed at festival times such as Easter (1) telling the mystery of resurrection (1) for example showing Matthew 28:5 'He is not here, He is risen' (1) • Mystery plays appeal to the spiritual side of people (1) The Catechism of the Catholic Church 2567 says that God reveals himself 'through words and actions, this drama engages the heart' (1) which reveal mysteries and inspire its audience (1) • Many people at the time mystery plays began could not read or write so these plays were a visual representation of the Bible (1) allowing access for all people to the truths (1) for example creation and the fall in Genesis (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
4(d)	<p data-bbox="362 279 560 310">AO2 12 marks</p> <p data-bbox="362 359 1425 510">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="362 558 805 590">Arguments for the statement:</p> <ul data-bbox="362 638 1425 982" style="list-style-type: none"> <li data-bbox="362 638 1425 747">• The use of fictitious characters and stories allow access to very difficult religious theology and ideas in a more accessible way, therefore allowing people to understand religious beliefs <li data-bbox="362 758 1425 867">• The stories might appeal to non-believers or people who have no religious literacy and introduce them to religious ideas in a friendlier manner <li data-bbox="362 877 1425 982">• Stories such as the Lion, The Witch and the Wardrobe appeal to a wider audience and therefore the gospel is shared with people who would not normally read religious literature. <p data-bbox="362 1073 870 1104">Arguments against the statement:</p> <ul data-bbox="362 1152 1425 1461" style="list-style-type: none"> <li data-bbox="362 1152 1425 1262">• Younger readers might misunderstand the use of fictional figures and stories to be real and think they are representatives of God's truths like Moses or Joshua in Bible stories <li data-bbox="362 1272 1425 1339">• The religious truth represented in the story, such as salvation in The Lion, The Witch and the Wardrobe, might then appear also to be fictitious <li data-bbox="362 1350 1425 1461">• It may cause difficulty for some people to understand the metaphorical nature of the stories and encourage readers to think of the Bible truths and stories as fictitious. <p data-bbox="362 1514 808 1545">Accept any other valid response.</p> <p data-bbox="362 1587 1425 1698">Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.